



Staffordshire Standing Advisory Council on Religious Education

**30th Annual Report
September 2019 - September 2020**

From the Chair of SACRE

Chair's introduction to Staffordshire SACRE's Annual Report for 2019-20



I am pleased to offer this introduction to Staffordshire SACRE's Annual Report for the Academic Year 2019-20.

It goes without saying that the year in question has been radically affected by the Covid-19 pandemic and the consequent closure of schools for most of the latter half of this period. Prior to the national lockdown, good progress was continuing to be made in delivering RE according to Staffordshire's Agreed Syllabus, throughout Staffordshire's schools, and warm thanks are extended to all RE teachers who have contributed to this

good work during the year.

Warm thanks are extended also to Mary Gale, Associate Consultant to Entrust, for her excellent support for RE within the County during the year, and for her invaluable assistance with Staffordshire SACRE's programme and the exercising of its responsibilities.

Your SACRE continues to be deeply appreciative of the commitment shown to SACRE by its County Council members and more widely by the County Council and its officers, and by colleagues in Entrust.

At its meeting in November 2019, in addition to routine items your SACRE gave further attention to aspects of the Religious Education Council's Report "Religion and world views - the way forward", and took part in an exercise using sample 'A' Level questions in RE.

SACRE also completed the statutory five-yearly review of its membership, which had resulted in some new members being nominated and welcomed.

At its meeting in February 2020, SACRE scrutinised the results from external exams in RE taken in 2019, reflected on a "think-piece" written by the Chairman, and noted advice to SACREs from NASACRE (the National Association of SACREs) relating to the new requirements for Relationship Education in schools. The SACRE meeting planned for June 2020 was cancelled because of the unprecedented circumstances brought about by the lockdown and the lack of truly urgent business.

Steps were taken during the year to sustain and extend the "Legacy" initiative which had arisen from SACRE winning a Westhill/NASACRE Award. Relating to the Agreed Syllabus's threefold process of Explore – Engage – Reflect, the initiative had to be suspended during lockdown; it is being resumed in the current Academic Year. Funding has been an issue in enabling more schools to participate in the experience, but ways have so far been found successfully to overcome this.

While strictly outside the period of this Annual Report, returning to a new normal is presenting fresh challenges to teachers both in catching up on lost time and in reviving the momentum of planned learning, in RE as in other curriculum areas. Further, the impact of the "Black Lives Matter" movement, and broader issues of inclusivity and cultural sensitivity, are feeding into RE in the classroom and into the work of SACRE itself. We may well look back on Covid-19 as marking a watershed moment of change and reconstruction at every level.

A handwritten signature in black ink that reads "Michael R. Metcalf".

Rev. Prebendary Michael Metcalf Chair Staffs SACRE

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1. Introduction

This report covers the work of the Staffordshire SACRE during the academic year from September 2019 to July 2020. Two meetings were held during the period covered by the report, the third meeting was cancelled due to Covid-19

This report is sent to the headteachers of all schools in the County, to the teachers' associations, to the local faith communities and NASACRE. Further copies are available from:

The Clerk to SACRE,
Democratic Services,
Martin Street,
Stafford ST16 2LH.

The report is also available on the Entrust Religious Education website at <https://www.entrust-ed.co.uk>

The statutory duties of the SACRE are given in Appendix 1 Page 17
The membership of the SACRE is given in Appendix 2 Page 18

2. A summary of the work of the SACRE September 2019-2020

- Monitoring of Staffordshire primary school RE provision is normally carried out in late Spring but due to the COVID-19 pandemic this was carried out via survey monkey questionnaires in the summer term. 54-61 responses were received from Staffordshire Primary schools. This is a 95% increase in responses compare to the previous year. This increase could be because governors were encouraged to support their schools in carrying out the surveys through the Governor Information Pack.
- Monitoring of Staffordshire Secondary school RE provision is normally carried out in late Spring but due to the COVID-19 pandemic this was carried out via survey monkey questionnaires in the summer term. 3-5 responses were received from Staffordshire Secondary schools.
- The Staffordshire Agreed Syllabus recommends that students at KS4 study an approved examination syllabus. The SACRE monitored provision and attainment in externally accredited courses in Religious Studies in 2019. Overall, there was a dip in both national results (60.9%) and Staffordshire's (50.9%) results for GCSE Religious Studies in 2019 in comparison with overall results achieved in 2018. Comparing results with previous years is quite complex as we swap from A*-G to 9-1 grades. See **Appendix 5** page 34 for further information and detailed analysis.
- The Westhill Engage project in conjunction with Youth Net and the Entrust MEAS team supported over 400 pupils across Stafford and Burton area to gain a greater understanding of Christianity and Islam and of living with diversity. This work was suspended from March 2020 onwards due to Covid-19 restrictions.
- Entrust offered a programme of CPD to support RE teachers across the year. Bespoke support was also provided in response to individual school requests, this was mostly addressed through email correspondence.

- Staffordshire SACRE continues to be represented at the NASACRE (the National Association of SACREs) AGM, NATRE Conference and AREIAC meetings. Some of these meetings have been held in the virtual environment.
- The partnership with NASACRE remains strong. Members of SACRE are also representatives on other SACREs and on bodies such as Stafford and District Friends.
- No determinations have been requested during this academic year.

3. Standards and quality of RE provision

3.1 Compliance and time allocation for RE

Monitoring

Monitoring for this academic year took place via Survey Monkey. All Staffordshire primary and Secondary schools were invited to respond to SACRE monitoring surveys via email and during training events throughout the year. Staffordshire SACRE received 61 school responses from a possible 150 schools to its primary monitoring questionnaires and 5 responses from a possible 10 schools to its secondary monitoring questionnaires.

See Appendix 4, page 21, for a statistical breakdown.

General comments

- There was an increase in the % of schools responding to the survey in Primary schools, (up from 35 to 59/61 (61 responses in the CW survey) high schools continue to respond in fewer numbers (3-5)
- The syllabus is used in the majority of schools that responded to the survey, those who do not use the syllabus are Catholic or Church Aided schools,
- Schools are currently exploring best practices, to ensure consistency across the school.
- Schools are exploring ways to assess learning of RE but feel the syllabus provides support in this area.
- Local faith leaders occasionally contribute to CW in some areas of the county.
- Staff confidence in delivering collective worship is developing.
- Worship teams (pupils) organise a worship occasionally.
- Pupils have a valuable role to play in collective worship and Eucharist services. They participate in the planning and delivering from choosing songs, prayer, role play and readings.
- Evaluation by pupils of CW highlighted that they like to play an active part in worship.
- Varied weekly timetable of collective worship.
- Leadership of RE is effective or highly effective in 84% of schools
- RE is effective or highly effective in the majority of schools.
- Allocation of resources to RE has decreased in some schools since last year.
- RE makes a positive contribution to SMSC in the majority of schools with only 7& indicating that development is required.

Primary Monitoring headlines:

- Collective worship is led by a variety of staff in different settings but is most likely to be led by a member of the Senior Leadership Team.

- Provision for collective worship varies from school to school with some schools operating a year group or key stage system and others offering a system of whole school provision
- Collective worship takes many forms including thought for the day including PSHE and well-being aspects and teacher led worship
- 27% of responding schools experience some form of pupil withdrawal from collective worship. Numbers range between 1 and 4 pupils per school withdrawn.
- 100% of responding schools have reviewed their collective worship provision in the past 2 years.
- A number of the responding schools commented that pupils were involved in planning and leading collective worship.
- 78% of the responding schools agreed that the Agreed Syllabus clearly presents what is required by their school in RE.
- Provision of RE for pupils is good with over 90% of responding primary schools stating that classes were allocated one hour or more of RE per week. This meets the recommendations of the SACRE in the agreed syllabus guidance and is an increase from 70% from last year
- In 57% of responding schools, Teaching Assistants (TAs) were employed in the delivery of RE. This is a drop from last year. This included TAs delivering RE in PPA time, supporting individual pupils and, in some cases, HLTA's planned and delivered the RE Curriculum.
- 100% of responding schools had reviewed their RE provision in the past 3 years which is an improvement from last year.

Secondary Monitoring headlines: This was a very small sample

- Collective worship is typically led by the leadership team within schools.
- In all but one school the whole school meets together for collective worship at least once each week.
- No schools reported withdrawals from collective worship.
- All schools responding had either 1, 2 or 3 RE specialists employed to teach RE. This sets an excellent precedent. However, in all but one school these subject specialists were assisted by non-specialists who taught some classes. In one school the number of non-specialists assisting totalled 11.
- All schools that responded had at least one specialist RE room available.
- In the majority of schools RE was taught for at least one hour a week and in some cases more. This was true in both KS3 and 4.
- In one school RE is taught on alternate weeks
- In all schools some or all pupils study towards a qualification in RE.
- In sixth form in the main the only RE provision in place was linked to examination.
- For all schools that responded capitation had remained roughly the same.

It is pleasing that the responding schools are still employing subject specialists and that examination still has an important place. Opportunities should be found to share ideas for supporting schools where many non-specialists are employed in the delivery of religious education.

3.2 Standards and achievement

Staffordshire SACRE reviews and discusses standards and achievement in RE during meetings as appropriate. Examination results from the summer of 2019 were scrutinised during the 2020 spring term SACRE meeting. These discussions were based on data provided by Staffordshire County Council and noted in the minutes of the SACRE meeting.

Throughout 2019-20 Religious Education network meetings which schools can choose to attend have included moderation of standards across year groups and schools to support schools with the judgements they make against the revised 2016 Agreed Syllabus Age Related Expectations. There was a reduction in the amount attending these courses due to the COVID-19 pandemic. The advisor offered to provide support information through an online virtual webinar, but no schools took up this offer.

Public examination entries in RE

In the Staffordshire Agreed Syllabus for Religious Education, legal requirements state that RE should be provided as part of the basic curriculum for all registered pupils attending a maintained school.

At Key Stage 4 all pupils should fulfil their entitlement by following as a basis an accredited specification (from a recognised examination board) in Religious Studies. Schools should provide reasonable time for pupils to complete this and if appropriate, to attain an external qualification.

At KS5 pupils may follow the programme of study provided within the Agreed Syllabus or an accredited specification (from a recognised examination board) in Religious Studies. Schools that do not offer this opportunity to their students are requested to apply to the SACRE for a variation of practice. This academic year no schools have applied for, or been granted, a variation.

Staffordshire SACRE recognises the independence of Academies and Free Schools. However, it commends the Agreed Syllabus to them as a constructive and collaborative way to meet their legal requirements in Religious Education.

At the spring term meeting the SACRE received a statistical analysis of the standards achieved in GCSE (full course) and advanced level GCE Religious Studies by pupils examined in the summer of 2019. In line with the SACRE remit, the analysis of GCSE and A level results that follows only takes account of local authority-maintained schools. A list of maintained schools is provided here for reference (Correct at September 2019).

SACRE were pleased to congratulate teachers and pupils in Staffordshire schools on fulfilling their demanding workload and sustaining their efforts to raise the standard of attainment in the county. Members asked that letters of congratulations and support be forwarded to the schools referred to in the report where schools had achieved results above the national average.

A statistical analysis of the standards achieved by Staffordshire schools in examinations held in summer 2019 can be found in Appendix 5.

Key issues identified in the analysis are as follows:

Members were informed that changes to the GCSE regulations regarding assessment with the majority of pupils who undertook their GCSE studies being assessed on a scale of 1-9 not A* to C or A* to G

Abbot Beyne School
Blythe Bridge High School
Cheslyn Hay Sport and Community High School
Codsall Community High School
Endon High School
King Edward VI High School
King Edward VI School
Moorside High School
Nether Stowe School
Norton Canes High School
Paulet High School
Stafford Manor High School (no entries)
The Friary School
The King's CofE (VA) School (no entries)

grades were now in their second year. This had implications for the analysis as comparisons to previous years could not be based on like for like.

Overall GCSE results 2019

This continues to use the new grading of 9-1, with 9 being the exceptional grade.

Overall, GCSE results for 2019 found that the aggregated national results of state funded schools in 2019 for Grade 9-5 are at 60.9% (71% in 2018 A*-C) compared to Staffordshire's 50.9% (51.6 % in 2018 A*-C).

The aggregated national results of state funded schools in 2019 for Grade 9-4 are at 72.4% (71% in 2018 A*-C) compared to Staffordshire's 2019 Grade 9-4 are at 64.7% (66.7% in 2018 A*-C).

Staffordshire state funded school results were therefore 10% lower than the National aggregated results when comparing grades 9-5.

Staffordshire state funded school results were 7.7% lower than the National aggregated results when comparing grades 9-4.

Results for all pupils show that pupils in Staffordshire achieved below the national average at grades 9-5 and 9-4 but above national average for grades 9-1 (National was 98.0% and Staffordshire was 98.2% which is in line with 2018 results)

Nationally girls out-perform boys at all grades and more girls opt to take RS than boys, this is mirrored in the Staffordshire results, where 61.1% of girls achieved grades 9-5 compared to 39.7% of boys and where 73.8% of girls achieved grades 9-4 compared to 54.6% of boys and approximately 100 more girls were entered for the RS GCSE full course

A closer examination of the results table revealed that there were several Staffordshire schools achieving results well above the national average. Of the 13 schools who entered students in for GCSE and comparing to the **National** aggregated **results** 2019 Grade 9-5 at 60.9%, 4 Staffordshire schools were above the National, 2 broadly in line and 7 below- this is similar to 2018.

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Of the 13 Staffordshire schools who entered students in for GCSE and comparing to the **State** aggregated **school results** 2019 Grade 9-4 at 71.4%, 6 Staffordshire schools were above the National, 1 broadly in line and 6 below- this is similar to 2018.

The Staffordshire boys in 10 schools achieved either in line or above the state national aggregated %- this is good news.

Overall we need to be mindful that there is a dip in standards this year, this was the case last year,,,,, which could be attributed to the new grading and the raising of the challenge within the GCSE syllabus.

A Level

In respect of A Level results, Staffordshire's 2019 results (39.1%) were lower than national aggregated results of 50.5%. Results for all pupils show that although pupils in Staffordshire

continue to achieve below the national average at grades A*-B, they performed very well across the full spectrum of grades A*-E.

The results for male and female pupils reflect the results for all pupils.

The number of entries per school is often small. This is not unexpected at KS5 for which examination courses will be optional.

- The gap in results achieved nationally in comparison with those achieved in Staffordshire for A level grades A-B has widened.
- Only 6 Staffordshire maintained schools are now included in the results data base, but all 22 Staffordshire schools are included in the overall %
- Staffordshire's 2019 results at 39.1% (2018-43.5%) are lower than national aggregated results at 50.5% (2018-52.3%).
- Results for all pupils show that although pupils in Staffordshire achieved below the national average at grades A*-B, they performed at nearly the national of 100% across the full spectrum of grades A*-E at 97%.
- The results for male and female pupils show that more girls are entered for Religious Studies at A level than boys. But the Staffordshire. results overall show that the gap between boys and girls has diminished. This is similar to the National picture.
- The number of entries per school is often small. This is not unexpected at KS5 for which examination courses will be optional.
- Two schools exceeded the National A* A %.
- Staffordshire boys exceeded the National A* A %.at 6.8% with the national % at 4.3%
- Staffordshire maintained schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.

SACRE was informed that one additional schools offered their pupils the opportunity to study for an A level qualification in Religious Studies in 2019 compared to 2018.

Staffordshire schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.

3.3 Quality of teaching, quality of leadership and management

The monitoring surveys revealed a very positive picture in the primary schools that responded with a high number of schools engaging in regular reviews of their RE provision. The picture was equally positive for provision in the secondary sector with the majority of schools demonstrating strong subject leadership and effective teaching and learning. This has provided SACRE with a reliable picture of provision in both primary and secondary schools.

Schools have the option to purchase further bespoke support and evaluation of their leadership of RE from Entrust. This is a voluntary option. One school in 2019 requested face to face support, and email support was provided for ten schools following requests.

There has also been a programme of CPD available for schools. Schools have to book on this programme of CPD. 10 primary schools accessed this support. No high or middle schools accessed support or requested support.

3.4 Teacher recruitment and retention, level of specialist provision

Information regarding monitoring, recruitment and retention continues to be reliant on the collation of evidence from advertisements in the educational press. There is no established method of gathering data within the LA.

Information gleaned from the national press indicated that there was a relatively low turnover of subject leaders at the end of the academic year with few changes taking place.

3.5 Resources

MEAS team

The work of the Entrust Senior Teacher Consultant for RE has been enhanced by the Minority Ethnic Achievement Team employed by Entrust. This small but effective team offers the opportunity for an interactive faith/cultural experience for pupils where they have an opportunity to meet with members of a faith and learn about what that faith means to the people that live it. The MEAS team offer several interactive workshops for schools. The SACRE are pleased to be associated with the work of this team, especially with regard to the Westhill Legacy project.

Sacred/Prayer areas development in secondary schools was organised for Summer 2020. It was agreed that Mary Gale should be commissioned to facilitate the development with the support of Youth Net. This could also support teachers with professional development. Due to Covid-19 this was postponed until 2021.

The purchase of Key Stage 3 books (Hodder "Explore RE") to support high and middle schools at a cost of approximately £300 was well received by schools.

4. Managing the SACRE and partnership with the LA and other stakeholders

4.1 SACRE meetings

Meetings were held on November 6th 2019, and February 5th 2020 at the White Room in the County Buildings Stafford, ST16 3AD. All meetings were held at 2.00 p.m. The June 2020 meeting was cancelled due to the COVID-19 pandemic.

At the Autumn term 2019 meeting the Rev. Prebendary Michael Metcalf was elected as chair for the following year.

4.2 Membership

There was a review of membership in autumn 2019 and spring 2020. It was noted that there were a number of vacancies which the SACRE tried to fill over the year. Covid-19 halted aspects of this.

Several changes to the membership of the SACRE were noted as follows during the year. Sadly, Sonia Andjelkovic passed away in early spring 2020. Condolences were sent to her family and a minute's silence held in the February 2020 meeting

The Baha'I representative Julie Thompson was given a full place in Group A. (Previously a co-opted member)

Maddy Bell representing the Baptist Free Church was nominated to become a member of SACRE in Spring 2020.

The Local Education Authority vacancy was filled by Kyle Robinson in 2020

The Muslim vacancy was filled in October 2019 by Mr M Sedky.

There remain a number of vacancies which SACRE are trying to fill. These include

One Free church representative vacancies.

Two Catholic vacancies.

One Hindu vacancy

One Jewish vacancy

One British Humanist Association vacancy

Two Church of England vacancies

See Appendix 2 for full details.

All new members are required to sign the SACRE Code of Conduct on appointment.

4.3 Training

For 2019-2020 the customary invitation was extended to SACRE members to attend any or all of the professional development activities offered to teachers.

Reverend Preb. M.R. Metcalf and M Gale (Advisor to SACRE) intended to attend the 2020 NASACRE in London but due to the COVID-19 pandemic this was cancelled.

M Gale Advisor to SACRE attended one of AREIACs regional meetings in 2019-20. She also attended the NATRE conference in London in January 2020.

Members scrutinised a letter from the Department for Education to the Chairman of NASACRE and a summary of the main changes to the inspection framework and the implications for schools in relation to RE.

Members took part in an interactive group training activity where they attempted to answer the GCSE examination questions from the 2019 summer papers.

4.4 SACRE developments

Westhill Legacy Project

The Explore- Engage - Reflect pupil workshops were provided for pupils across Stafford, Stone and Newcastle. These workshops were delivered through the MEAS team in conjunction with Youth Net Stafford. 12 schools took part in the project, this represented over 800 pupils. The feedback has been overwhelmingly positive from both staff and pupils. It was hoped that this project would continue through 2020-2021, but due to Covid -19 this has not been possible.

4.5 LA support for the SACRE

The LA continues to commission its support for Religious Education from Entrust. Support for SACRE 2019/20 was provided by Mary Gale, director of Mary Gale Consultancy. She was commissioned to provide support and advice to SACRE and schools for 2019-20. This commission continues into 2020-21.

4.6 Financial support

£6,070 plus a carry forward from the Westhill project of £2,725 was made available to support the work of SACRE during the financial year 2019-2020 as approved by the Service Delivery Agreement (SDA) between Staffordshire County Council and Entrust. Continuing priorities for the year 2019-20 were identified as supporting schools to be aware of their statutory responsibilities and to provide support in relation to fulfilling the statutory functions for SACRE, including but not limited to:

- (i) provision of advice and guidance on teaching and learning on the Religious Education syllabus;
- (ii) annual reporting on standards and provision of RE in Staffordshire maintained schools to the Customer and maintained schools; and
- (iii) providing updates to maintained school RE teachers with changes to the RE Syllabus
- (iv) support for the Westhill Legacy project.
- (v) commencement of Sacred Spaces projects (delayed due to Covid-19)

The budget was a standing item on the agenda at each meeting see Appendix 6. Looking forward to 2020-21 the SACRE had many plans to ensure that the budget including the Westhill project money is fully utilised in supporting schools to be aware of their statutory responsibilities and the provision of pupil centred initiatives. This needs to take into account the restrictions around Covid-19; this work has been restricted and postponed until 2021.

4.7 Information and advice

During the period covered by this report, the SACRE received detailed and well-analysed information about provision for RE in the county and the standards attained in examinations. Members were advised of the quality of provision in so far as the evidence would allow, taking account of the difficulties experienced in gathering authentic information. SACRE has used this information effectively to advise the LA on the range of issues covered elsewhere in this report.

4.8 Partnerships with other key stakeholders

NASACRE

The Chair of Staffordshire SACRE, Michael Metcalf, is also treasurer of the National Association of SACREs (NASACRE). A report from NASACRE is a standing agenda item at each meeting. At each meeting, the Chair gave a brief update on key issues raised by the National Association of SACREs. Matters for 2019-2020 are included in the minutes from each meeting.

AREIAC (Association for Religious Education Inspectors, Advisers and Consultants) and NATRE (National Association for the Teaching of RE)

SACRE subscribes to these two organisations, receiving updates as appropriate. The consultant adviser also attends meetings and conferences with members of these organisations ensuring SACRE receives regular information which supports them in carrying out their core duties. Unfortunately, due to Covid-19 all communication has been through online platforms. It is hoped that face to face meetings will resume as and when it is deemed safe to do so.

Local Authority

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was introduced into schools. Schools receive a reminder regarding the statutory status of this syllabus. As the key curriculum document for pupils in Staffordshire's maintained schools the local authority is responsible for ensuring that guidance is in place. The Advisor to Staffordshire SACRE and the County Commissioner for School Quality Assurance and Intervention have continued to remain in regular contact and working together to ensure that schools are clear about their statutory responsibilities for Religious Education.

5 The effectiveness of the local agreed syllabus

5.1 Additional guidance/monitoring and evaluation of the agreed syllabus

In September 2016, the revised Staffordshire Agreed Syllabus for Religious Education was formally adopted by Staffordshire County Council and introduced into Staffordshire's schools. As writers of the syllabus, Staffordshire SACRE worked to ensure a sharply focused syllabus to support high standards of Religious Education in Staffordshire schools.

Additional guidance was provided in the following formats:

- Two network meetings were held during the year to support schools in implementing the new syllabus.
- RE news was provided through the Governor Information Pack and emailed to schools to support them with aspects of teaching and learning.
- Home school learning information for RE was provided for schools during the COVID-19 pandemic. This was also provided via Radio Stoke when Mary Gale was asked to provide a broadcast to that effect.
- RE news was provided through the headteacher E Bag and the Governor Information Pack to support schools with their statutory duties and through direct emails to schools.
- Schools have been invited to phone/email the commissioned consultant for Religious Education at Entrust for advice and support on all aspects of their RE provision- there have been a number of queries.
- Long and medium-term plans have been made available to schools to support high quality Religious Education

6 Collective worship

6.1 Practice and provision for collective worship

A policy template and an advice booklet is available to Staffordshire schools to support their statutory duties regarding collective worship. Schools can email the commissioned consultant for Religious Education at Entrust for this information. This academic year there have been no specific training courses for collective worship although it has been discussed at network meetings with teachers where an issue has arisen. Two schools requested a face to face meeting with the commissioned consultant to discuss these aspects. It is anticipated that this will continue be a feature of future training in 2020-21.

6.2 Monitoring the provision of collective worship

There are no existing determinations in Staffordshire. No determinations have been applied for or granted in this academic year. Information on monitoring of schools is available in Appendix 4.

This information covers both Primary and Secondary schools.

7 Contribution of the SACRE to the wider community

7.1 Representative nature of the SACRE

The membership of the SACRE indicates that it is representative in nature. There are currently vacancies which the SACRE are seeking to fill.

7.2 Knowledge and understanding of the local religious, cultural and ethnic minority

A number of the SACRE members are also representatives on the Stafford Friends of Faith Forum, a local interfaith network. Where opportunities arise SACRE members and members of Stafford Friends of Faith Forum support each other's events to promote positive community relations. This relationship supports SACRE members knowledge and understanding of the local religious, cultural and ethnic minority.

The Staffordshire and District Friends of Faith group produced a booklet entitled 'Extinction? Where does faith lead us in Stafford?' The theme was environmental protection.

This group had also taken part in a joint tree planting event. In addition, 15th February was the start date of the week-long Green Arts Festival "There is No Planet B" in St. Chad's Church. There would also be a market stall in Stafford on 15th February 2020 to help to promote the group.

The commissioned consultant/advisor for RE works alongside the MEAS (Minority Ethnic Support Team) employed by Entrust. There are a number of Inter faith/cultural experiences available for schools to book which aim to enhance RE in Staffordshire Schools. These offer the opportunity for an interactive experience for pupils where they meet with members of a faith and learn about what that faith means to them. The MEAS team support the Westhill Legacy project. The SACRE are pleased to be associated with the work of the MEAS team.

SACRE also considered a report which gave some guidance on the rolling out of the September 2020 Statutory 'Relationship and Health Education' (RHE) in primary schools and 'Relationship and Sex and Health Education' (RSHE) in secondary school curriculum and the possible implications for SACREs. Although SACREs were not directly involved, some SACRE advisors may also be requested to provide advice to schools on this subject

and there was some potential confusion about the boundaries between RE and these new areas of learning.

7.3 Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to the wider community

The Staffordshire Agreed Syllabus for Religious Education affirms that the role of RE is to foster in each pupil a growing level of religious literacy, through three complementary aims, encapsulated as Exploring, Engaging, Reflecting.

These aims call for pupils to “acquire a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society, by reflecting on the reality of religious diversity and on the issues raised by living in a diverse world”.

Pupils studying RE are now specifically required to reflect on the issues raised by living in a diverse world. This aim highlights the key role played by Religious Education in developing, supporting and promoting a knowledgeable society with respect for and sensitivity towards the beliefs and life choices of others. The current syllabus emphasises that, in a civilised society, difference can be celebrated when we also seek out and build on shared values and experiences.

The SACRE is committed to the syllabus and to the role it plays in building a cohesive community. Further guidance was provided to schools experiencing difficulties fulfilling the third syllabus aim in 2019-20

The SACRE re-considered the response of the Association of Religious Education Inspectors, Advisors and Consultants (AREIAC) to the Commission on RE, ‘Religion and World Views: The Way Forward – A National Plan for RE’.

The SACRE brings together members with links to other organisations such as the NATRE, AREIAC and NASACRE. They are well positioned as a local body to contribute to social, racial and religious harmony and to the wider community.

Appendices



**30th Annual Report
September 2019-September 2020**

Appendix 1

The Statutory Duties of a SACRE

All LAs are required to establish a SACRE.

A SACRE's main function, as set out in the 1996 Education Act is:

"to advise the local education authority upon such matters connected with religious worship in county schools and the Religious Education to be given in accordance with the agreed syllabus as the authority may refer to the council or as the council may see fit". [s.391(1)(a)]

Such matters include:-

"methods of teaching, the choice of materials and the provision of training for teachers".

A SACRE also:

- can require the local authority to review its current agreed syllabus [s.391(3)]
- must consider applications made by a headteacher, that the requirement for collective worship in county schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils in a particular school ('determinations'). [s.394(1)]

Every SACRE must, by law, produce an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the local authority, broadly describe the nature of that advice and set out reasons for offering advice on matters not referred to it by the local authority. [s.391 (6) and (7)]

A copy of the report should be sent to The National Association of SACREs (NASACRE)

Appendix 2

Membership

SACRE

Attendance at Meetings and Vacancies 2019 / 2020

✓ = Attended

A = Apologies Submitted

Blank = No Response

	6 November 2019	5 February 2020	24 June 2020 Cancelled
Committee A			
Christian and other religious denominations			
Free Churches (4)			
Diana Cutler		✓	
Sam Phillips	✓	A	
Maddie Bell (from 2020)		A	
Vacancy			
Hindu (2)			
Vacancy			
Mr. G. Devadason			
Jewish (1)			
Vacancy			
Muslim (2)			
Mohamed Sedky		✓	
Mohamed Parekh	✓	✓	
Quakers - (1)			
Gabi Oldfield	✓	✓	
Roman Catholic (2)			
Vacancy			
Vacancy			
Sikh (2)			
Mr Tajinder Singh	✓		
Vacancy			
Salvation Army (1)			
Lydia Bartlett	A	✓	
Buddhist (1)			
Ven. Dr Phramaha Laow Panyasiri		A	
Humanist			
Vacancy			
Baha'i			
Julie Thompson	✓	✓	
Committee B			
Church of England (5)			
Vickie Longson	A	✓	
Vacancy			
Lauren Nicholson Ward	✓		
Rev. Preb. Michael Metcalf	✓	✓	

Vacancy			
Committee C Teacher Associations (5)			
Samantha Kirwan (NEU)	A	✓	
Judy Wyman (ASCL)	✓	✓	
Shaun Miles (NAHT) (Appointed end Nov 2018)	A	A	
Linda Goodwin (NEU)	✓	✓	
Sonia Andjelkovic (deceased – now Vacant position)			

Committee D Local Education Authority (5)			
Ian Lawson	✓ ✓	A ✓	✓
Syed Hussain	✓	✓	
Mark Sutton	✓	✓	
Bob Spencer		✓	
Kyle Robinson (from 2020 only)			
Co-opted			
Spiritualist National Union			
Vacancy			
Clerk to SACRE:			
Mandy Pattinson	✓	✓	
Officers:			
Mary Gale	✓	✓	

Appendix 3

Procedures for schools causing concern

Where, in carrying out its statutory duty to monitor the provision of Religious Education as appropriate within the Local Authority, the SACRE has identified a cause for concern:

1. The SACRE or a sub-committee will request that a letter be sent from the Consultant Adviser for RE or an appropriate LA officer to outline concerns to the school and offer support.
2. Any responses will be referred to the SACRE or a sub-committee for consideration.
3. Where no reply is received, a further letter will be sent by the chair of SACRE reiterating concerns and offering the support of the Senior Adviser or appropriate LA officer.
4. Any responses will be referred to the SACRE or a sub-committee for consideration.
5. Where no reply is received, the SACRE, through the chair, will send a further letter to the school reiterating concerns and alerting the school to further action:
 - a) Concerns to be raised with relevant LA officers with a request that the SACRE be informed of the outcome of any ensuing discussion.
 - b) A note of concern be sent to the Senior LA officer with responsibility for SACRE.
 - c) The SACRE to hold a note of concern on its records

Appendix 4

Collective Worship in Staffordshire Primary Schools 2019-20

RESPONDENTS:61

Q1 Who has responsibility for the organisation of Collective Worship within school?

Answer Choices 63	
Headteacher	40 = 64%
Deputy	5= 8%
Teaching staff	15= 23%
Support staff	0
Other	3= 5%

Q2 Does your school operate a system of Year Group/Key Stage collective worship?

Answer Choices 63	
No,it always takes place as a whole school event	24=38%
Yes 1-3 days a week	30=47%
Yes 4-5 days a week	9=15%

Q3 Does your school operate a system of classroom worship?

Answer Choices 63	
No	9 =14%
Yes occasionally	46=73%
Yes daily	8=13%

Q4 Do faith/community visitors contribute to your collective worship?

Answer Choices 63	
No	6= 10%
Yes, occasionally	55=88%
Yes, daily	2=2%

Q5 Do you have any pupils withdrawn from collective worship?

Answer Choices 62 responses	
No	45=73%
One	7 =11%
Two	5 = 8%
Three	1=2%
Four	3=5%
More	1= 1%

Q6 When was your collective worship policy last reviewed?

Answer Choices 62 responses	
In the last six months	12=20%
In the last year	30=48%
In the last two years	20= 32%

Q7. Do pupils take an active part in the planning of whole school collective worship?

Answer Choices 62 responses	
Yes	23=37%
No	11=18%
Occasionally	28=45%

Q8. Collective worship is a valuable part of the school day:

Answer Choices 63 responses	
Yes	53=84%
No	10=16%

Q9 Does your school use published resources for worship?

Answer Choices 61 responses

No	10=17%
Yes	51=83%
Name one or two Understanding Christianity Twelve Baskets themes Diocesan publications	

Further responses:

- *Whole staff training was delivered at the start of this academic year, to ensure that all staff were up to date with the Staffordshire Agreed Syllabus for Religious Education. We are currently exploring best practices, to ensure consistency across the school. We are also exploring ways to assess learning of RE.*
- *As we are not a church school, our collective worship takes more of a PSHE approach however we are sure to include stories and events from a variety of religions and our local reverend conducts an assembly every month for the children.*
- *Staff confidence with delivering collective worship*
- *Vicar leads worship one day each week Foundation Governors are involved in the planning of collective worship*
- *We have a worship team (children) who organise a worship session for the whole school once every half term.*
- *Children are able to take a valued role in our collective worship and Eucharist services. They participate in the planning and delivering from choosing songs, prayer, role play and readings.*
- *Evaluation weekly by pupils of CW highlighted that children like to play an active part in worship.*
- *Full weekly timetable of collective worship. One session of pupil written and led. HT/SLT full school worship twice a week. Additional in class worship (approx 5 mins) 3 times a week.*
- *Each KS2 class in school has 2 class worship representatives. They gather once a week with our worship leader to plan and prepare their class worship for the following week. Y6 worship representatives also deliver a session to our KS1 classes.*
- *We are in the process of developing children's role in collective worship by introducing a worship council.*

Collective Worship in Staffordshire secondary Schools 2019-20 (3 schools)

Q1 Who has responsibility for the organisation of collective worship within school?

Answer Choices – 3 responses	
Head teacher / Principal	1
Senior Leadership Team	2
Comments	

Q2 How often does the whole school meet together for collective worship?

Answer Choices –	
Never	1
1-3 times a week	1
4-5 times a week	
We have a system of Year Group/House/Key Stage CW	1
Collective worship takes place in tutor time	
Comments	

Q3 Do you have pupils withdrawn from collective worship?

Answer Choices –	
None	3
One	
Two	
Three	
Four	
More	

Q 4 Do you use specialist materials for collective worship?

Answer Choices –	
Yes	1
No	1
Don't know	1
Comment	

Q 5 Do you provide training for delivery of collective worship?

Answer Choices –	
Yes	1
No	1
Don't know	1
Comment	

Monitoring RE Provision Primary Survey 2019-20 RESPONDENTS: 59

Q1 Do you use the 2016 Staffordshire Agreed Syllabus guidance?

Answer Choices 57 responses	
Yes	45=79%
No	12=21%
Comments Aided school. Catholic school Use Understanding Christianity Use other recognised resources	

Q2 Are you a Faith School

Answer Choices 58 responses	
Yes	25=43%
No	33=57%

Q3 Are you an Academy

Answer Choices	58 responses
Yes	5=9%
No	53=91%

Q4 How much time is allocated to RE in KS1 per class each week?

Answer Choices	54 responses
one hour a week	41=76%
more than one hour a week	8=15%
less than one hour a week	5=9%
Comments	Themed days Themed weeks every half term

Q5 How much time is allocated to RE in KS2 per class per week?

Answer Choices	54 response
One hour a week	39=72%
more than one hour a week	12=22%
less than one hour a week	3=6%
Comments	RE mini adventures RE themed days Themed weeks

Q6 Is your RE planning based on the Staffordshire Agreed Syllabus guidance?

Answer Choices	Responses	56
Yes	43=77%	
No	13=23%	
Comments	Aided school. Catholic school Use Understanding Christianity Don't know	

Q7 Have teaching staff received access to RE CPD to support planning e.g. networks, RE Conference?

Answer Choices	54 responses
Yes	35=65%

No	19=35%
Comments	In school training Net work training To be arranged

Q8 Are TA's employed in the delivery of RE?

Answer Choices	56 responses
Yes	30=53%
No	26=47%
Comments	TA in support role Higher Level Teaching assistant Support headteacher Headteacher leads

Q9 Where TA's are employed in the delivery of RE please state how:

Answer Choices	45 responses
Supporting specific groups of pupils	19= 42%
Delivering lessons during PPA time	21=47%
Planning and delivering the RE Curriculum	5=11%
Comments	TA in support role Higher Level Teaching assistant

Q10 When was RE last reviewed by the School SLT (including the Governing Board)?

Answer Choices	54 responses
In the last six months	18=33%
In the last year	18=33%
In the last two years	13=24%
In the last three years	5= 9%
Comments	Unsure Review due soon

Q11 The Agreed Syllabus clearly presents what is required by my school in RE:

Answer Choices	53 responses
Agree	42=79%
Disagree	11=21%

Comments	It is very brief Neither agree or disagree Plan B is better Statements are clear Needs to be more effective with regard to teacher time
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Q12 How long has the subject leader been in role?

Answer Choices	59 responses
New to the role	20=34%
One to two years	14=24%
Three years or more	25=42%
Comments	

Q13 How effective is RE Overall

Answer Choices	57 responses
Highly Effective	15=26%
Effective	31=54%
Requires Development	11=19%
Ineffective	0
Comments	Many children have no religion so it gives them an idea Prefer Plan B to the Agreed Syllabus

Q14 How effective is Teaching and Learning in RE

Answer Choices	57 responses
Highly Effective	14=25%
Effective	33=58%
Requires Development	10=17%
Ineffective	0
Comments	Some staff are more confident No time to monitor

Q15 How effective is Leadership in RE

Answer Choices 52 responses	
Highly Effective	16=31%
Effective	28=54%
Requires Development	8=15%
Ineffective	0
Comments	New leaders to the role No access to this information

Q16 How effective is the contribution of RE to pupils' social, moral, spiritual and cultural development

Answer Choices 57 responses	
Highly Effective	21=37%
Effective	32=56%
Requires Development	4= 7%
Ineffective	0
Comments	This can only be answered by leaders Developing as part of the curriculum and supporting children with their understanding.

Monitoring RE Provision Staffordshire Secondary Schools 2019-20 (4 schools)**Q1 Do you use the 2016 Staffordshire Agreed Syllabus guidance?**

Answer Choices 4 responses	
Yes	4
No	
Comments	

Q2 Are you a Faith School

Answer Choice 4 responses	
Yes	2
No	2

Q3 Are you an Academy

Answer Choices 4 responses
Yes
No 4

Q 4 How much time is allocated to RE per class per week in KS3?

Answer Choices –4 responses
One hour 1
Less than one hour
More than one hour 3
Comments 3 hours over a fortnight

Q 5 How much time is allocated to RE per class per week in KS4?

Answer Choices –4 responses
One hour 1
Less than one hour
More than one hour 3

Q 6 How many RE specialists will be teaching RE in this academic year?

Answer Choices – 5 responses
None
One 2
Two 3
Three
Comments

Q 7 How many non-specialists will be teaching RE in this academic year?

Answer Choices – 5 responses	
None	2
One	
Two	2
Three	
More	1
Comments	

Q 8 Do all of your pupils study towards a qualification in RE?

Answer Choices –4 responses	
Yes	1
No	3
Comments	

Q 9 What qualification in RE does your school offer to its pupils?

Answer Choices – 4 responses	
Full Course GCSE	4
Short course	
Integrated Humanities GCSE	
Other	
Comments	

Q 10 Do you provide RE provision post 16?

Answer Choices – 5 responses	
No	1
Yes Examination group only	2
Yes Core RE only	1

Answer Choices – 5 responses	
Yes both Examination and Core RE	1
Comments	

Q 11 How many specialist RE teaching rooms do you have within school?

Answer Choices – 4 responses	
None	
One	2
Two	2
Three	
More	
Comment	

Q 12 Has the money allocated to RE increased or decreased this academic year?

Answer Choices – 5 responses	
Increased	0
Decreased	1
Stayed the same	4
Comments	

Q13 How effective is RE Overall

Answer Choices 5 responses	
Highly Effective	1
Effective	3
Requires Development	1
Ineffective	0
Comments	

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Q14 How effective is Teaching and Learning in RE

Answer Choices 5 responses	
Highly Effective	1
Effective	4
Requires Development	0
Ineffective	0
Comments	

Q15 How effective is Leadership in RE

Answer Choices 5 responses	
Highly Effective	2
Effective	3
Requires Development	0
Ineffective	0
Comments New leaders to the role No access to this information	

Q16 How effective is the contribution of RE to pupils' social, moral, spiritual and cultural development

Answer Choices 5 responses	
Highly Effective	2
Effective	3
Requires Development	0
Ineffective	0
Comments	

Religious Studies Examination Results 2019

National statistics

Appendix 5

Here are the trends in religious studies GCSE grades for 2019.

TENS of thousands fewer pupils are sitting the Religious Studies (RS) GCSE exam, confirming a continuing sharp decline in the subject's popularity.

In summer 2019, only 264,000 students gained an RS qualification at GCSE level, a decline of 3.8 per cent compared with last year's total of 276,000.

But looking back further, the numbers of children taking RS has fallen significantly: by 28 per cent in the past four years and 43 per cent since 2011.

This means that more than 200,000 fewer pupils are taking the subject compared with eight years ago

Nationally only 30 per cent of pupils from non-faith schools received the qualification last year, compared with 95 per cent of students at Roman Catholic schools and 68 per cent of those at Church of England schools.

There were also links to poverty: schools that did offer RS GCSE on average had fewer pupils on free school meals.

More than 700 schools stopped offering RS at GCSE level altogether from 2017 to 2018, the researchers also found.

Overall, GCSE results across Britain improved. Grades rose for the second year running after an initial fall in 2017 when harder exams were introduced.

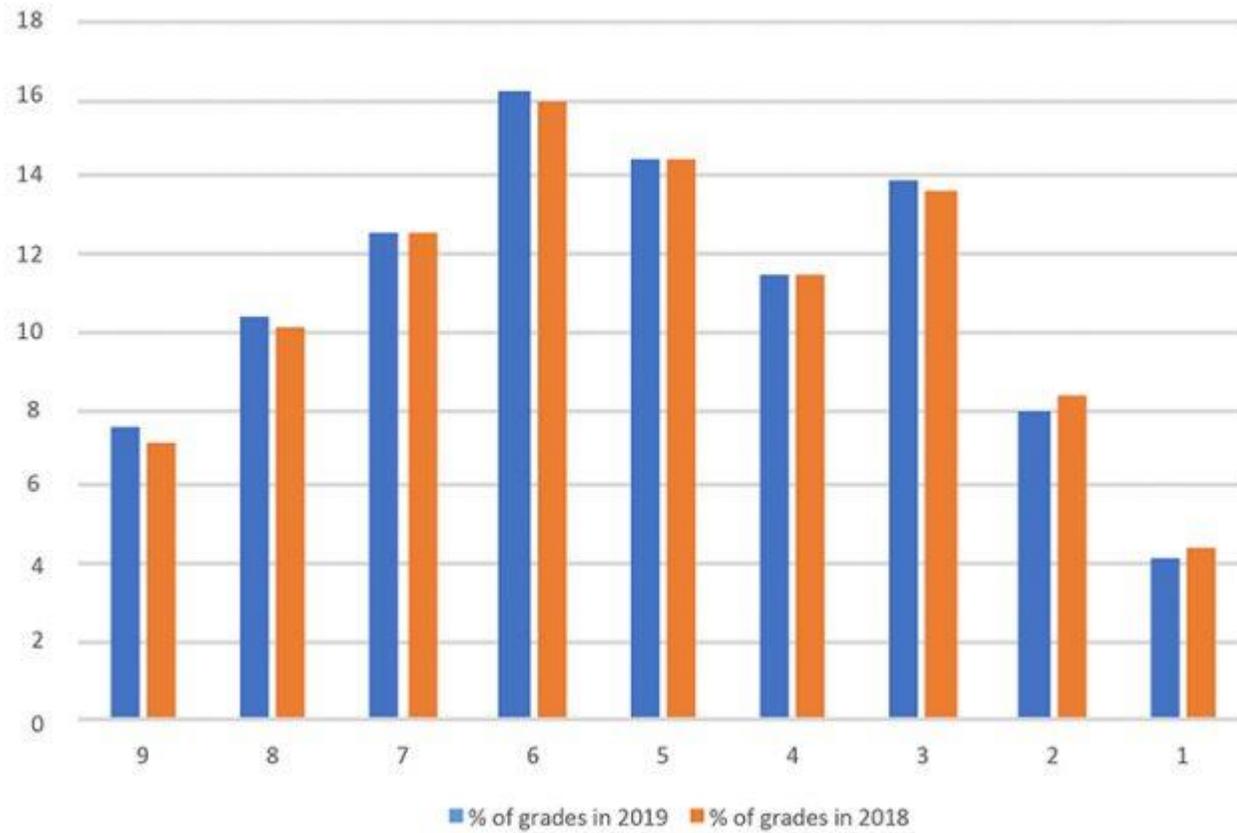
More than one in five — 20.8 per cent — of GCSE entries scored one of the top three grades (7, 8, or 9, which are equivalent to the old A and A*), a slight increase over the 20.5 per cent last summer

The data shows a steep rise in the top very grades at GCSE religious studies this year, with more results being awarded at grades 8 (10.4 per cent) and 9 (7.5 per cent). However, the proportion of grade 7's has remained stable at 12.6 per cent, while grade 5 has seen a small decline. Entries in the subject continued to decline, from 229,189 last year to 227,913 this year 2019

The 2019 summer grade 9 was awarded in the majority of GCSE subjects. Grade 9 is not the same as A*, it is designed to recognise the very highest performing students, so there are fewer grade 9s than there were A*s. Grade 8 straddles the top of the old A and the bottom of the old A*, so there is no direct comparison with A*.

The decline in GCSE RS is mirrored by a similar fall at A level: 26 per cent fewer pupils are taking the subject beyond GCSE than did in 2017

Religious studies GCSE grade distributions



National Headlines

Religious studies GCSE entries (England all ages)

2019	2018	2017	2016	2015
227,913	229,189	256,729	271,973	271,917

Entries in religious studies have decreased across the UK over the last five years. The -15.8% change compared to a change of +5.1% in all GCSE entries over the last five years. Over the same period, the 16-year-old population has changed by approximately -4.7%.

Across the UK, a greater proportion of students achieved good passes in religious studies in 2019 compared to all GCSE subjects. A total of 72.4% of pupils achieved grade 4/C or higher in religious studies compared to 67.3% for all subjects. The combined English and Maths was at 50% for 9-5 grades. In RS this was 60.9%.

Full Course GCSE in Religious Studies Results Analysis 2019

2019 National Average 9 to 5.... 60.9%

2019 State Schools National Average 9 to 5..... 60.2% (2018... 59.7%)

2019 Staffordshire Average 9 to 5..... 50.9%

2019 National Average 9 to 4..... 72.4%

2019 State Schools National Average 9 to 4..... 71.4% (2018... 71%)

2019 Staffordshire Average 9 to 4.... 64..7%

2019 Staffordshire Average 9 to 5.... 50.9% is a decline from Staffordshire 2018 when the 9-5 average was 51.6%

Staffordshire results compared to the National figures

GCSE Full Course Results All Pupils

Est. No.	Centre	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1
-	National (All)	227913	7.4	10.5	12.6	16.1	14.3	11.4	14.0	8.00	4.2	1.5	60.9%	72.4%	98.0%
	State National	100690	6.8	9.8	12.4	16.4	14.8	11.2	15.2	8.00	3.7	1.3	60.2%	71.4	98.3
-	Staffs LA (State Funded)	4092	3.9	7.6	9.8	14.5	15.1	13.8	18.3	10.3	5.0	1.8	50.9	64.7%	98.2
4500	Abbot Beyne School	79	5.1	7.6	6.3	16.5	17.7	15.2	13.9	15.2	2.5	0	53.2	68.4	100
4067	Blythe Bridge High School	46	2.2	6.5	13.0	15.2	21.7	13.0	17.4	8.7	0	2.2	58.6	71.6	97.8
5403	Cardinal Griffin	136	0.7	1.5	7.4	11.8	14	16.2	16.2	12.5	11	8.1	35.4	51.6	91.9
4075	Codsall Community High	27	14.8	11.1	29.6	25.9	7.4	3.7	0	0	0	0	88.9	92.6	100.0
4077	Endon High School	113	7.1	12.4	15.0	15.0	17.7	12.4	15.9	3.5	0.9	0	67.3	79.7	100.0
4181	King Edward VI High School	125	1.6	0	6.4	11.2	8	17.6	19.2	19.2	12	4.8	27.2	44.8	95.2

4087	King Edward VI School	55	0	1.8	5.5	9.1	30.9	20.0	27.3	3.6	1.8	0	47.3	67.3	98.0
4072	Moorside High School	142	2.1	4.2	7.0	19.7	18.3	15.5	26.1	6.3	0.7	0	51.4	66.9	100.0
4066	Norton Canes High School	30	0	6.7	13.3	16.7	23.3	13.3	13.3	10	3.3	0	<u>60</u>	<u>73.3</u>	100%
4051	Paulet High School	27	3.7	7.4	18.5	14.8	14.8	11.1	25.9	3.7	0		59.3	<u>71.4</u>	100.0
4055	Paget High School	140	64.5	10.7	10.7	12.1	16.7	8.6	25	13.6	6.4	1.4	45	54.1	98.6
4126	The Friary School	20	25.0	30.0	25.0	10.9	0	0	0	0	0		<u>100</u>	<u>100</u>	100.0
4012	The King's CofE (VA) School	15	6.7	13.3	20.0	26.7	26.7	6.7	0	0	0	0	<u>93.3</u>	<u>100</u>	100.0

GCSE Full Course Results Female Pupils

Est. No.	Centre	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1
-	National (Girls)	123,535	10	13.1	14.6	14	14	10.4	11.4	6.1	2.6		68.7%	79.1%	98.0%
	National State	55,010	9.3	12.4	14.6	17.5	14.4	10.3	12.5	6.0	2.3	0.6	68.1%	78.4%	99.1%
-	LA (State Funded)	2138	5.4	10.1	12.6	17.2	15.8	12.7	15.7	7.3	2.4	0.7	61.1%	73.8%	99.3%
4500	Abbot Beyne School	43	7.00	2.3	7.00	20.9	23.3	18.6	9.3	11.6	0	0	60.5	69.8	100
4067	Blythe Bridge High School	28	3.6	10.7	17.9	17.9	25.0	7.1	10.7	7.1	0	0	<u>75.0</u>	<u>77.1</u>	100
5403	Cardinal Griffin	66	0.0	1.5	13.6	16.7	13.6	19.7	16.7	12.1	1.5	4.5	45.5	65.2	95.5
4075	Codsall	23	13.00	8.7	30.4	26.1	8.7	8.7	4.3	0	0	0	<u>87.0</u>	<u>95.7</u>	100.0

Community High																
4077	Endon High School	61	8.2	18.0	16.4	16.4	11.5	1.6	15.9	3.5	0.9	0	<u>75.4</u>	<u>77</u>	100.0	
4181	King Edward VI High School	30	0	0	10.00	13.3	40.00	23.4	13.3	0	0	0	63.3	<u>86.7</u>	100.0	
4087	King Edward VI School	104	4.8	11.5	12.5	16.3	11.5	9.6	19.2	11.5	2.9	0	56.7	65.7	100.0	
4072	Moorside High School	74	4.1	6.8	10.8	21.6	14.9	13.5	20.3	6.8	1.4	0	58.1	71.6	100.0	
4066	Norton Canes High School	22	0	9.1	18.2	9.1	22.7	18.2	9.1	9.1	4.5	0	60	<u>78.2</u>	100%	
4051	Paulet High School	11	9.1	9.1	0	9.1	27.3	9.1	36.4	0	0		54.5	63.6	100.0	
4055	Paget High School	76	10.5	3.9	11.8	13.2	10.5	6.6	23.7	13.2	6.6		50.0	56.6	100	
4126	The Friary School	12	25.0	41.7	16.7	16.7	0	0	0	0	0		<u>100</u>	<u>100</u>	100.0	
4012	The King's CofE (VA) School	12	8.3	16.7	25.0	16.7	25.00	8.3	0	0	0	0	<u>91.7</u>	<u>100</u>	100.0	

GCSE Full Course Results Male Pupils

Est. No.	Centre	NOE	9	8	7	6	5	4	3	2	1	u	9-5	9-4	9-1
-	National (Boys)	104,378	4.4	7.3	10.3	15	14.7	12.6	17.2	10.4	6.1		51.7%	64.4%	98.0%
	National state	45,680	3.7	6.7	9.7	15.2	15.3	12.3	18.5	10.5	5.4	2.3	50.6%	62.9%	97.3%
-	LA (State Funded)	1954	2.1	4.8	6.7	11.7	14.4	14.9	21.1	13.5	7.8	3	39.7%	54.6%	97%
4500	Abbot Beyne School	36	2.8	13.9	5.6	11.1	11.1	11.1	19.4	19.4	5.6	0	44.4	<u>66.6</u>	100
4067	Blythe Bridge High School	18	0	0	5.6	11.1	16.7	22.2	27.8	11.1	0	5.6	33.3	<u>55.5</u>	94.4

5403	Cardinal Griffin	70	1.4	1.4	1.4	7.1	14.3	12.9	17.1	12.9	20.0	11.4	25.7	38.6	88.6
4075	Codsall Community High	4	25.00	25.0	25.0	25.0	0	0	0	0	0	0	100	100	100.0
4077	Endon High School	52	5.8	5.8	13.5	13.5	19.2	13.5	21.2	5.8	1.9	0	57.7	71.2	100.0
4181	King Edward VI High School	25	0	4.00	0.00	4.00	20.00	16.00	44.00	8.00	4.00	0	28.00	44.8	100.0
4087	King Edward VI School	95	0	2.1	5.3	13.7	17.9	16.8	16.8	15.8	7.4	4.2	38.9	56.5	95.8
4072	Moorside High School	68	0	1.5	2.9	17.6	22.1	17.6	32.4	5.9	0	0	44.1	61.7	100.0
4066	Norton Canes High School	8	0	0	0	37.5	25.0	0	25.0	12.5	0	0	62.5	62.5	100
4051	Paulet High School	16	0	6.3	31.3	18.8	6.4	12.5	18.8	6.3	0	0	62.5	75	100.0
4055	Paget High School	64	1.6	6.3	9.4	10.9	10.9	10.9	26.6	14.1	6.3	3.1	39.1	50	96.9
4126	The Friary School	8	25.0	12.5	37.5	0	25.0	0	0	0	0	0	100	100	100.0
4012	The King's CofE (VA) School	3	0	0	0	66.7	33.3	0	0	0	0	0	100	100	100.0

Overall GCSE results 2019.... This continues to use the new grading of 9-1, with 9 being the exceptional grade.

- **Staffordshire's 2019 Grade 9-5 are at 50.9%** (51.6% in 2018)
- The national results in 2019 for Grade 9-5 are at 60.9% (71% in 2018)
- The state school results in 2019 for Grade 5-9 are at 60.2%
- So, Staffordshire school results are **10% lower** than the National when comparing grades 9-5;
- So, Staffordshire school results are **9.3% lower** than the state schools when comparing grades 9-5;
- **Staffordshire's 2019 Grade 9-4 are at 64.7** (66.7% in 2018)
- The national results in 2019 for Grade 9-4 are at 72.4% (71% in 2018)
- The state schools results in 2019 for Grade 9-4 are at 71.4% (71% in 2018)

- So, Staffordshire school results are **7.7% lower** than the National when comparing grades 9-4
- So, Staffordshire school results are **6.7% lower** than the state schools when comparing grades 9-4
- Results for all pupils show that pupils in Staffordshire achieved below the national average at grades 9-5 and 9-4 but above national average for grades 9-1 (National was 98.0% and Staffordshire was 98.2% which is in line with 2018 results) The results for both male and female pupils reflect the results for all pupils.
- Nationally girls out-perform boys at all grades and more girls opt to take RS than boys, this is mirrored in the Staffordshire results, where 61.1% of girls achieved grades 9-5 compared to 39.7% of boys and where 73.8% of girls achieved grades 9-4 compared to 54.6% of boys and approximately 100 more girls were entered for the RS GCSE full course.
- However, a closer look at the results tables reveal that there were several schools achieving results above the national average. SACRE members may wish to congratulate these schools on their achievements.
- When looking at the results for all pupils SACRE would be mindful to take note of the number of entries. This gives an insight into the provision that different schools have in place for pupils at KS4.
- Of the 13 schools who entered students in for GCSE and comparing to the **National results** 2019 Grade 9-5 at 60.9%, 4 schools were above the National, 2 broadly in line and 7 below- this is similar to 2018.
- Of the 13 schools who entered students in for GCSE and comparing to the **State school results** 2019 Grade 9-5 at 60.2%, 4 schools were above the National, 2 broadly in line and 7 below- this is similar to 2018.
- Of the 13 schools who entered students in for GCSE and comparing to the **National results** 2019 Grade 9-4 at 72.4%, 5 schools were above the Staffordshire, 2 broadly in line and 6 below.
- Of the 13 schools who entered students in for GCSE and comparing to the **State school results** 2019 Grade 9-4 at 71.4%, 6 schools were above the National, 1 broadly in line and 6 below- this is similar to 2018.
- The Staffs boys in 10 schools achieved either in line or above the state national %- this is good news.
- Overall we need to be mindful that there is a dip in standards this year, this was the case last year,,,,, which could be attributed to the new grading and the raising of the challenge within the GCSE syllabus.

Advanced Level GCE in Religious Studies Results Analysis 2019		
2019 National Average A* to B	50.5%	(52.3 % in 2018)
2019 National Average A* to A	21.9%	(22.8% in 2018)
2019 National Average A* to E	100%	
2019 Staffordshire Average A* to B	39.1%	(43.5% in 2018)
2019 Staffordshire Average A* to A	12.9%	(14.5% in 2018)
2019 Staffordshire Average A* to E	97%	(97.8% in 2019)

THE number of students sitting A levels in [religious studies](#) in the UK has dropped again. The A-level results showed that 19,406 people took the exam.

The number is down from 20,527 in 2018, and 26,086 in 2017 a drop of 5.5 per cent from 2018, and 25.6 per cent from 2017. The data, published by the Joint Council for Qualifications, shows that more than twice the number of female students took the RS exam than males, 13,972 against 5434. Just 2.4 per cent of students overall took the course.

Entries in religious studies have decreased sharply across the UK over the last five years. The -24.7% change compared to a change of -5.8% in all A-Level entries over the last five years. Over the same period, the 18-year-old population has changed by approximately -7.7%. Across the UK, a smaller proportion of students achieved the top grades in religious studies in 2019 compared to all A-Level subjects. A total of 21.9% of pupils achieved A*-A grades in religious studies compared to 25.5% for all subject

Ben Wood, chair of the National Association of Teachers of RE, said that it was sad to see not more students taking religious studies, especially “at a time when high levels of religious literacy have never been more important”.

He said: “Unfortunately, there has again been a decline in the number of entries for A level this year, though thankfully, this fall is much less than last year. The continuing problem of the number of schools that are failing to provide RS at Key Stage 4, and thus are failing in their statutory duty, means that fewer students are given the chance to study for a GCSE religious studies’

Staffordshire Key Stage 5 GCE A Level Results All Pupils

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E
-	National (all entries)	19.406	4.3	17.6	28.6	26.2	15.4	6.1		1.8		21.9	50.5	100
	Staffordshire	202	2.5	10.4	26.2	25.7	23.8	8.4		3		12.9	39.1	97
4075	Codsall Community High School	7	0	57.1	14.3	28.6						57.1	100	100.0

4087	King Edward VI School	32	6.3	12.5	25	34.4	15.6	0	6.3	18.8	37.5	93.8
4066	Norton Canes High School	7			14.3	14.3	28.6	42.9			14.3	100.0
4126	The Friary School	4	0	25	25	25	25			<u>25</u>	<u>50</u>	100
4067	Blythe Bridge High	4	0	0	0	75	0	25		0	0	100
4181	King Edward VI High	1	0	0	0	0	0	100	0	0	0	100

KS5 GCE A Level Results Female Pupils

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E
-	National (all entries)	13.972	4.3	17.8	28.7	26.5	15.3	4.9		2.5		22.1	50.8	100
	Staffordshire	158	1.3	11.4	27.8	25.3	24.1	8.2		1.9		12.7	40.5	98.1

4075	Codsall Community High School	6		66.7	16.7	16.7	0	0	0	0		<u>66.7</u>	83.4	100.0
4087	King Edward VI School	24	0	8.3	29.2	37.5	20.8	0	0	4.2		8.3	37.5	95.8
4066	Norton Canes High School	6	0	16.7	16.7	16.7	50	0	0	0		16.7	33.4	100.0
4126	The Friary School	4	0	25	25	25	25	0	0	0		<u>25</u>	<u>50</u>	100
4181	King Edward VI High	1	0	0	0	0	0	100	0	0		0	0	100
4067	Blythe Bridge High	3	0	0	0	66.7	0	33.3				0	0	100

KS5 GCE A Level Results male Pupils

Est. No.	School/College	NOE	*	A	B	C	D	E	Q	U	X	A*-A	A*-B	A*-E
-	National (all entries)	5434	4.3	16.9	28.5	25.4	15.7	6.5		2.5		21.1	49.7	100
	Staffordshire	44	6.8	6.8	20.5	27.3	22.7	9.1		6.8		13.6	33.6	93.2
4075	Codsall Community High	1				100								100

School														
4087	King Edward VI School	8	25	25	12.5	25	0	0	0	12.5		<u>50</u>	<u>62.5</u>	87.5
4066	Norton Canes High School	1				100								100.0
4126	The Friary School	0												
4067	Blythe Bridge High	1	0	0	0	100	0	0	0	0		0	0	100
4181	King Edward VI High	0	0	0	0	0	0	0	0	0		0	0	0

Points to note:

- The gap in results achieved nationally in comparison with those achieved in Staffordshire for A level grades A-B has widened.
- Only 6 maintained schools are now included in the results data base, but all 22 Staffordshire schools are included in the overall %
- Staffordshire's 2019 results are lower than national at 39.1%, (2018-43.5%) but still an improvement on the 2017 results of 36.6%.
- Results for all pupils show that although pupils in Staffordshire achieved below the national average at grades A*-B, they performed at nearly the national of 100% across the full spectrum of grades A*-E at 97%.
- The results for male and female pupils show that more girls are entered for Religious Studies at A level than boys. But the Staffordshire results overall show that the gap between boys and girls has diminished. This is similar to the National picture.
- The number of entries per school is often small. This is not unexpected at KS5 for which examination courses will be optional.
- Two schools exceeded the National A* A %.
- Staffordshire boys exceeded the National A* A %.at 6.8% with the national % at 4.3%
- Staffordshire maintained schools are to be commended for continuing to offer their pupils the opportunity to study for an A level qualification in Religious Studies.

Appendix 6

The SACRE Budget 2019-20

GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/***** to EM1100/***** / Enquiry Year: 2019/ Period: 00 to 12							
GL Account Code	Description	Current Budget	Actual + Grni	Actuals	Variance Bud v(Act +GRNI)		
EM110010002	SACRE Teachers Gross	0.00	0.00	0.00	0.00		
EM110041008	SACRE Catering Provisions	0.00	0.00	0.00	50.00		
EM110046204	SACRE Conference Fees	0.00	200.00	0.00	675.00	Natre & Nasacre subs	
EM110047202	SACRE Subscriptions General	0.00	0.00	0.00	0.00		
EM110048342	SACRE Contingency	6,070.00	0.00	0.00	(6,070.00)		
EM110064550	SACRE Tfrs to Oth Accounts	0.00	0.00	0.00	0.00	Will be an in year adjustment	
		6,070.00	200.00	0.00	(5,345.00)		
	Westhill Endowment received 2017-18	0.00	(2,725.00)	0.00	(2,725.00)	Bought forward	
	Total Available before commitments				(8,070.00)		
	Less committed amounts: books				346.00		
	Less committed amounts for KS 3 project				2,400.00		
	Engage Project	0.00	1,150.00	0.00	1,150.00		
			1,150.00		1,150.00		
	less support for agreed syllabus				475.00		
	Total Available				(2,549.00)		

Screen Data Export - SACRE (2020-21)

Option NML400
 Username
 Date
 Time

GL Account Codes for : Enquiry Group: Curr Budget (v2) v Act + GRNI/GL Account Code Range: EM1100/*** to EM1100/***** / Enquiry Year: 2020/21**

<u>GL Account Code</u>	<u>Description</u>	<u>Current Budget (v2)</u>	<u>Actual + Grni</u>	<u>Actuals</u>	<u>Variance Bud v(Act +GRNI)</u>
EM110010002	SACRE Teachers Gross	0.00	0.00	0.00	0.00
EM110041008	SACRE Catering Provisions	0.00			
EM110044038	SACRE QLS Curriculum Advice	0.00			
EM110046204	SACRE Conference Fees	0.00			
EM110047202	SACRE Subscriptions General	0.00			
EM110048342	SACRE Contingency	6160.00			
					6160.00
					0.00
					<u><u>(6160.00)</u></u>

